

## Supplementary written evidence submitted by The Careers & Enterprise Company (CEC)

We would like to thank the Education Select Committee again for the opportunity to give oral evidence on 15th November to the CEIAG inquiry.

We agreed to send the Committee further information on the following areas:

- CEC's relationships with employer, vocational and sector bodies
- CEC's Effective Transition Fund Project in Liverpool
- Careers 'specialists' in the sector
- Supporting disadvantaged and specific cohorts of young people
- Careers Leaders and Ethnic Minority representation

We also wish to provide a point of clarification on information given in the oral session.

### A. Supplementary information

#### 1. CEC connections with employer, vocational and sector bodies

CEC work closely with representative bodies [Home Builders Federation](#), [CITB](#), and [Build UK](#) which allows it to promote engagement with education at scale to those working within the construction sector. Between them they represent construction organisations encompassing all trades.

CEC also engages with trade-specific organisations such as the Electrical Contractors Association and the National Federation of Roofing Contractors to discuss trade-specific challenges and how to support their members, predominantly SMEs, that are looking to develop their talent pipelines. We also work with numerous individual employers in the sector to support them to connect to Careers Hubs.

Through partnership agreements with CITB and Build UK, CEC connect their programmes and membership with CEC Careers Hubs, to ensure that the construction industry's representation as Cornerstone Employers and Enterprise Advisers (business volunteers) is proportionately positioned as a priority sector. We currently have 42 [Cornerstone Employers](#) from the construction and engineering sectors, and 413 Enterprise Advisers from the Construction Sector.

CEC also host resources such as [Go Construct](#) and [House Building Careers](#) on its resource directory and promotes these along with industry events such as [Open Doors](#) week, for

which we are a key partner, to Careers Leaders in schools and colleges to drive visibility of careers within the sector.

## 2. CEC's Effective Transition Fund project in Liverpool

The Effective Transition Fund (ETF) is a [£2 million programme](#), supported by JPMorgan Chase, which is piloting 10 projects across England, and focused on connecting disadvantaged young people with the education and skills they need to prepare them for the world of work. All young people supported by the fund receive free school meals (FSM) and face challenges such as low-income family households, living in areas of high deprivation, and being excluded from school.

The ETF project in Liverpool is supporting 125 working class boys and collaborating with 11 schools. All are eligible for FSM and have been identified as disengaged by their school based on their attendance, attainment, behaviour and attitude to learning. Pupils receive a range of targeted support including progression mentors, parental engagement and links to post-16 progression routes and employers.

To date, pupils have been exposed to different sizes of business across a variety of sectors including engineering, construction, housing, digital and creative. Pupils have reported gaining more confidence when interacting with employers and external partners. An evaluation that assesses mental resilience is wrapped around this project and early interim findings demonstrate a positive improvement in outcome scores.

## 3. Careers 'specialists' in the sector

Schools, special schools and colleges are responsible for recruiting and employing Careers Leaders, who design their careers programme in response to the specific needs of their pupils. Careers Advisors are trained professionals who typically deliver personal guidance (Gatsby Benchmark 8) and are represented by their professional body; the Careers Development Institute (CDI). Careers Leaders are responsible and accountable for the planning, delivery and impact measurement of their school, special school or college's strategic careers plan. The Government's 2017 Careers Strategy set out an expectation that all schools and colleges should have a named Careers Leader in place, which was subsequently formalised through statutory guidance.

There are currently 2,702 Careers Leaders who have completed CEC's funded Careers Leader training programmes. An additional 303 Careers Leaders are currently progressing towards this training qualification, which is delivered by 12 contracted providers.

In addition, CEC oversees delivery of free online modules for Careers Leaders, Education Leaders and Governors. To date, 4,077 Careers Leaders have either completed or participated in the free online training modules for Careers Leaders. In addition to this, 396

participants have accessed the free online careers induction modules for Education Leaders and 314 participants have accessed the free online career induction module for Governors.

CEC regularly engages with more than 6,000 Careers Leaders and other career 'specialists' through its newsletter and social media channels. In addition, CEC is launching a dedicated digital platform for Careers Leaders and educationalists in January 2023.

#### 4. Supporting disadvantaged and cohort specific young people

##### **i. Alternative Provision and Careers Hubs**

As of the end of October 2022, 213 out of 320 (67%) AP schools and colleges, as defined by the Department for Education (DfE), are in Careers Hubs.

##### **ii. Targeted cohort specific support including ethnic minority pupils**

As set out by the DfE through the Grant Funding Agreement, the national focus of CEC is to help schools and colleges improve their provision of careers education. In our initial [written evidence](#) to this inquiry, we outlined how we address disadvantage in three ways; (1) through specific support such as resources and tools for schools and colleges, (2) enabling employer connections (critical for young people who have limited connections through their own families) and (3) targeted cohort specific projects and initiatives.

Targeted cohort specific support happens in the following ways:

##### *Inclusion Hub projects:*

DfE allocate some funding to CEC to undertake cohort specific activity through Career Hubs such as supporting Looked After Children, young people in Alternative Provision and initiatives focused on English as an additional language (EAL) learners. Projects are place based and locally led and some do include micro targeting to specifically support ethnic minority young people. For example, a pilot project in the Black Country works with 60 pupils in Year 10 across 4 schools to provide them with an opportunity to engage in an interactive programme, aimed at supporting their personal growth around education and career development post-16. Schools who were identified to have a high prevalence of minority ethnic groups were targeted for this project because of the comparably low apprenticeship starts in the area by young people from diverse backgrounds. The aim was to fill young peoples' knowledge gaps through an engaging programme of workshops, mentoring, skills, and CV support.

### *Effective Transition Fund:*

As described above, in partnership with JPMorgan Chase, the CEC have designed the 'Effective Transitions Fund' (ETF) where interventions are delivered through Career Hubs and are targeted at young people eligible for FSM at points of transition.

More than 16% of participants in the ETF Funds belong to a minority ethnic group. Careers Hubs, where appropriate, also prioritise delivering projects to ethnic minority groups. For instance, in London the local Careers Hub runs a project supporting 62 young Black men who have been excluded from mainstream school and now either attend Alternative Provision (AP) or school exclusion units. Over 2.5 years the programme exposes them to a variety of careers and education pathways, access to relatable role models and helps build their own networks and skills. The young men are connected to role models from the Black community who have already transitioned out of school into work, training or further studies from across a number of business sectors.

### **iii. 2017 Careers Strategy and the Disadvantaged Fund**

Through the Careers Strategy the DfE granted £5m to the CEC to deliver specific disadvantage focussed investment fund pilot programmes. In addition, the DfE allocated a further £1.7m to test interventions for specific cohorts of young people:

- Careers & Enterprise Fund 2018 Part A (CEF18A): £2.5m support for schools and colleges with the greatest disadvantage indicators
- Careers & Enterprise Fund 2018 Part B (CEF18B): £1.7m interventions for disadvantaged cohorts of young people
- Personal Guidance Fund (PG Fund): £2.5m

*(NB: The delivery of all fund programmes faced disruption due to covid 19)*

CEF18A aimed to scale up many of the existing proven provider programmes to ensure that young people received multiple opportunities to learn from employers through the course of their education, focusing on areas with entrenched barriers that make it harder for young people to access those opportunities. The fund aimed to contribute to [Gatsby Benchmarks 5](#) and 6, supporting schools and colleges to offer every young person at least one employer encounter per year from Year 7-13, and experiences of the workplace.

CEF18A reached 186,747 young people and completions of the [Future Skills Questionnaire](#) survey showed improved careers readiness, across each of the four subscales of career planning, transition skills, information and help seeking, and career management.

CEF18B aimed to test innovative approaches to understand how to effectively support young people from disadvantaged groups. This included young people with Special Educational Needs and Disabilities (SEND), Looked After Children (LAC) / Care Leavers and

young people from Gypsy, Roma and Traveller (GRT) communities. The funding was targeted at 11–18-year olds across the three identified disadvantaged groups. This included all Year 13 students or 19-25 year olds with a current education, health and care plan in place.

As of February 2021, CEF18B had reached 1,535 young people. The most widely reported positive outcome across all projects was increased confidence and self-esteem. The projects delivered through the Fund were also seen to be successful in increasing knowledge of careers pathways and career aspirations. Positive outcomes tended to be more commonly reported among projects supporting young people with SEND.

The PG Fund aimed to support the development of innovative, cost-effective models for delivering personal careers guidance in schools and colleges and to understand what constitutes successful, affordable, scalable, and innovative delivery of personal guidance. Phase 1 focussed on scaling and expanding existing delivery models and phase 2 focused on developing new programmes which targeted students more explicitly (students with SEND or with Social, Emotional and Mental Health (SEMH) issues, students at greater risk of becoming NEET and younger students).

The number of students receiving at least one session of one-to-one support through the PG Fund was 39,908 with all ages from all target groups responding positively to the programmes. The key outcomes for those who participated included increased self-confidence, a better understanding of their own skills and strengths, alongside a better understanding of careers pathways, and of those that may be appropriate for them. There were also changes to students' attitudes and behaviour, particularly increased confidence, motivation, determination, and engagement as well as a decrease in stress and anxiety.

## 5. Careers Leaders and ethnic minority representation

CECs hold limited information on Careers Leader characteristics. At the institution level, as with other members of the education workforce, state-funded schools are responsible for recruiting and employing Careers Leaders, as well as recording individual level data via their workforce census. Careers Leader training providers who work with us do collect individual data but are not permitted to share this with us.

We are reviewing our approach, and actively considering how we positively advocate for diverse recruitment of Careers Leaders. Additionally, we are working towards monitoring representation amongst our Enterprise Advisors through the delivery of our Equity, Diversity and Inclusion survey by August 2023, as required by our Grant Funding Agreement with the Department for Education.

## **B. Clarification point**

### **Sustained destination information**

As outlined to the Committee, CEC's latest estimates are that by 2020, 3,700 young people were in sustained destinations as a result of careers guidance, saving around £150 million.<sup>1</sup>

For completeness, we would like to highlight that this figure represents an additional 3,700 young people in sustained destinations who would otherwise have been not in education, employment, or training (NEET). This is in addition to the wider benefit careers guidance delivers for young people who are not at risk of being NEET.

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<sup>1</sup> See [here for analysis](#). £150 million saving based on [previous analysis](#) for The Careers & Enterprise Company, peer reviewed by professional economists, which used a £42k lifetime saving to the Exchequer of a single person prevented from being NEET aged 16-18 due to improved guidance.